DOCUMENT RESUME

ED 207 639 JC 810 557

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TITLE Extending Basic Education to the Elderly: A Guide to Program Development.
INSTITUTION New York State Education Dept., Albany. Bureau of Community and Continuing Education Program Services.
PUB DATE [80]
NOTE 66p.

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Adult Basic Education; *Adult Learning; Adult Literacy; Adult Programs; Cognitive Style; Community Colleges; *English (Second Language); Individual Characteristics; Models; *Older Adults; Outreach Programs; *Program Development; Second Language Instruction; *Teaching Methods; Two Year Colleges
IDENTIFIERS *Institute of Study for Older Adults NY

ABSTRACT

Based on a study by the Institute of Study for Older Adults of the language needs, program models, and learning dynamics of older adults lacking English skills, this manual provides guidelines for establishing language courses for older adults. After definitions of common terms and concepts are provided, Section I describes the literacy needs, characteristics, attitudes toward education, and influence of family and friends of older adults who lack English skills. Section II focuses first on the cognitive strengths of older adults, covering intellectual functioning, sensory intake, integration of skills, memory, and other factors. It then considers androgogical practices and principles in the areas of Adult Basic Education (ABE) and English as a Second Language (ESL), reviews testing and evaluation methods and results, and presents a selected list of instructional materials. Section III describes the pilot classes offered by ISOA during 1980-81, while Section IV focuses on planning. This section looks at site and facilities considerations, age-integration, scheduling, transportation, and student preferences. It also discusses the involvement of senior centers and ABE and ESL personnel, discusses recruitment strategies, and touches upon other organizational models. After Section V presents planning guidelines and recommendations for administration and instruction, Section VI offers conclusions. Appendices provide survey data, suggest resources, and contain references. (AYC)

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EXTENDING BASIC EDUCATION TO THE ELDERLY:

A GUIDE TO PROGRAM DEVELOPMENT

By

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JC 810 557

This publication and the project, ABE and ESL: Options for the Elderly, were supported by a grant from The New York State Education Department, Bureau of Community and Continuing Education, under Section 310 of the Adult Education Act.

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ACKNOWLEDGMENTS

The pilots were made possible through the financial assistance of the New York City Department for the Aging, under Titles 111B and X of the Older Americans Act program, administered by the New York State Office of the Aging, New York City Department of Employment under Title VI of the Comprehensive Employment and Training Act through the New York Foundation for Senior Citizens, and Action for Russian Immigrants, a project of the Associated Young Men/Women's Hebrew Association of Greater New York with support from the New York State Education Department, the Block Resettlement Grant Program and The Federation of Jewish Philanthropies:

We would like especially to thank the following persons who made the pilot classes successful:

Christine Kutchin, Director, Verneal Kizer, Program Director, and Ms. Ida White of The Community Roundtable of Bushwick.

Vito Lopez, Sheila Gregg and Carmen Fadrice of the Ridgewood-Bushwick Senior Center.

Ron Atlas of the Retiree's Division of the Amalgamated Clothing and Textile Workers Union.

Donna Kelsh and Sarah Chaskey, Action for Russian Immigrants.

Juan Alonso, Anne Twitty, and Prof. William Mackey, I.S.O.A. instructors.

Acknowledgments are also due my co-writer, Nancy Pierce, Esther Cohen of the Division of Continuing Education and William Jonas, New York State Education Department.

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INTRODUCTION

This manual is the result of a study, conducted by the Institute of Study for Older Adults and financed by the New York State Department of Education, of the language needs, program models, and learning dynamics of older persons who lack English skills. The Institute of Study for Older Adults (I.S.O.A.), part of the Division of Continuing Education, New York City Technical College, has for eleven years offered educational programs to the aged. Its focus has been on minority and poor older adults with limited education. In 1980-81, the State Education Department, sponsored this investigation as a "Special Project" under Section 310 of the Adult Education Act.

Despite increased attention to the minority and poor elderly in the past 20 years, and the concurrent growth of literacy efforts since the 1965 passage of the Adult Education Act, older people have not participated in language and literacy projects. Most institutions which provide educational programs for persons over 60 disregard the minority elderly and ignore language skills. The social service emphasis on "primary" or "survival" needs of the Older Americans Act (e.g. housing, medical care, entitlements access, long-term care, etc.) and the traditional mission of public adult education (to prepare the younger adult for employment) have resulted in the failure of both the aging and educational networks to alleviate language deficits. Such priorities have restricted the participation of older persons in basic education, and inhibited recognition of their critical needs for language fluency.

The grant provided that the I.S.O.A. would review programs, conduct surveys and interviews, and administer pilot courses to determine how adult education could reach the non-English speaking and functionally illiterate.

The manual has been written for use by those who are most likely to establish language courses for older adults: social workers and adult educators. We hope that it will also be used by gerontologists, linguists, other educators and other professionals, as well as by non-professionals and volunteers. Imaginative and appropriate programs depend upon the collaborative contributions of diverse disciplines. Probably all readers will be previously aware of some of the information in the manual, but the electic audience demands basic coverage of the subject.

The entire manual need not be read by all users. Rather, it is organized into sections with discrete purposes:

Definitions provides background for educators unfamiliar with the network of aging-related agencies and organizations, and information for social service workers on the organizational patterns and terminology of adult basic education.

Section I, Target Population, presents a picture of the language - restricted elderly for program development and teaching - including some indication of literacy levels, expressed needs, demographic predictors of language deficiencies and prevailing attitudes toward learning which influence both initial enrollment and continued attendance.

Section II, In The Classroom, presents information useful in planning the classroom activities and curriculum, including the relationship of older adults' cognitive capacities to language learning, the learning interests and preferences for classroom organization expressed by our students, and the methods and materials appropriate for older learners.

Section III, Pilot Programs, describes our experience in setting up and administering and teaching courses.

Section IV, Planning, summarizes our experience with the elements of program development - where and when to hold class; how students will be recruited and enrolled; how the professional orientation and attitudes of educators and social service workers may affect participation.

Section V, Recommendations, offers guidelines in program development and suggestions for staff development and teaching

Section VI, Conclusion, summarizes the project and recommendations.

The Appendix includes the results of surveys undertaken in the course of the project, a list of suggested reading, and references.

We hope the manual will assist in local co-operation and decision - making as communities across the nation extend their educational, social service, and gerontological resources to establish language programs for older adults. The I.S.O.A. has an on-going interest in elderly learning. We look forward to hearing from persons who establish basic education classes for older adults.

1. A DEFINITIONS

Adult Basic Education (ABE) refers to private and public education programs which upgrade the academic skills of adults. The Adult Education Act, Title XIII, 1979, defines ABE as "adult education for adults whose inability to speak, read, or write the English language constitutes a substantial impairment of their ability". Neither high school equivalency nor remedial math are part of the present concern.

In New York State, ABE programs are administered through state grants to boards of education, colleges and universities and provider agencies. The latter are private agencies which sponsor education as part of their total social service, community development, or ethnic/religious program. Any of these organizations may provide basic literacy for English speakers, English as a Second Language, or both. Classes may be given at a central location or in neighborhood sites. Administrators are usually full-time adult educators, though part-time coordinators are common in rural areas and provider agencies. Churches and ethnic groups, among others, sponsor ABE and ESL classes without benefit of AEA funds. The two largest private institutions in ABE are Literacy Volunteers, which trains tutors to work one-to-one with non-readers, and Laubach Literacy, which runs basic education programs throughout the world. The survey of ABE programs in New York City (Appendix B) provides an example of administrative patterns, student levels and backgrounds, and scheduling of typical urban ABE programs.

People of all ages and backgrounds, though predominantly young adults (20-35) who are poor and members of minority groups, enter ABE. Statistics indicate that few older adults currently enroll in ABE programs, even in conveniently located provider agencies. Nonetheless, a first step in broadening older persons' participation is to identify the local agencies which receive Adult Education Act funds, how and where their classes are administered, and what linkages they have established with social service agencies which serve older adults.

The Aging Network

The variety of private and public social service, religious, political and academic organizations working with the elderly is referred to as the "Aging Network". Older persons who need language skills are also likely to need social services, and may be approached through this network. Although only a small percentage of the elderly belong to senior centers, the basic progams and community locations of centers attract disadvantaged persons. The major service of centers is the federal nutrition program, which entitles people over 60 to an inexpensive or free meal. Assistance with benefit programs,* other services (Meals-on-Wheels) and activities (games, trips) are offered according to size and resources. Senior Centers are administered by both public social welfare agencies (Departments of Social Services or Human Resources, Area Agencies on Aging) and voluntary, non-profit organizations (religious charities, ethnic and community associations).

Among the best known self-help groups for the elderly are the American Association of Retired Persons/National Retired Teachers Association (AARP/NRTA), the National Council of Senior Citizens (NCSC) and the Gray Panthers. However, few of the language-needy aged are affiliated with these organizations, since level of income, education and interests tend to separate these special interest, organizations from the target population. Local branches of these groups may be able to assist in providing demographic information or volunteer support. Most education projects for older students similarly serve the middle class: Elderhostel (older adults living and studying on-campus for short periods), tuition waivers on a space-available basis, and non-credit, campua-based recreational activities are the most common. These projects are not likely to involve the ABE target group, but staff experience with education for older persons may assist development of ABE programs.

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* Poor and minority elderly rely on a labyrinth of public entitlement programs to meet basic needs. These include Social Security, Supplemental Security Income (providing a minimum income for the indigent aged, blind and disabled), Medicare, and State and Local benefits (legal services, home heating)

ABE,BE,ESL -Adult Basic Education is both the broad term for programs and the specific term for basic English (reading and writing). To avoid confusion, we use ABE to refer to programs and BE for basic English. ESL is the acronym for English as a Second Langugae.*

Andragogy- Defined as "the art and science of teaching adults", andragogy accentuates the difference between adult and childhood learning. We have used it, in preference to pedagogy, throughout the text.

II. TARGET POPULATION

A. Literacy Needs

The expansion of educational opportunity and communications in the twentieth century has been so far-reaching and rapid as to bewilder the most adept person. The effect on the current cohort of older persons has been devastating. This least-educated age group find themselves physically alone and lacking in resources and supports in a culture which demands language fluency. Yet older persons are proportionately both the largest age-target for Adult Basic Education, and the smallest age-group enrolled. Older persons who fall below the minimal schooling used to signify literacy (commonly set at between six and eight years) are likely to fall far below. As of 1976, 12 percent of older Blacks had not completed first grade (Heisel, 1980).In New York State in the same year, over one-third of Blacks and 51 percent of Hispanics over 65 had less than five years education (New York State Yearbook, 1976). Using 1974 data, Carmen St. John Hunter and David Harman determined that 78 percent of older Americans had attended school for less than nine years (1979). The Background Paper on Education of 1971 White House Conference on Aging states that "two-thirds of American over 65 have had no schooling beyond the eighth grade and one out of five cannot read or write well enough to deal competently with the complexities of modern life"

*Since many persons speak more than one language at the start of their English studies, English for Speakers of other Languages (ESL or ESOL) and English as an Additional Language (EAL) are sometimes preferred terms.

(NRTA/AARP, 1976, p.47). According to a 1973 study, over half of New York City's 1.6 million adults lacking nine years schooling (and thus qualifying for Adult Basic Education) were elderly (Berstein & Bondwin, 1973). Despite this great need, participation of persons over 55 in public adult education has hovered around 3 percent for the last decade, (Cain, 1978 ; Kay, 1979; Whalen, 1979). The more recent New York State Needs Assessment (based on interviews rather than census data or statistical estimates) reports that in New York City 13.8 percent of people over 55 had no formal education at all (Veres, 1980). Over 10 percent of the elderly responding to the needs assessment expressed interest in Basic Education, ESL, and High School Equivalency. Although less than one-twentieth of the over 25 sample were elderly, older adults composed one-sixth of those with an interest in basic education. The first choice learning interest of the greatest number of older respondents was High School Equivalency.

This interest in High School Equivalency does not necessarily indicate a lower priority for ESL or Basic Education, for all percentages refer to the total population interviewed rather than to those with limited education. As Helen Veres, author of the Assessment, points out: "These totals are much higher, however, among those persons who would make up the most likely clientele...A larger proportion (42%) of New York City residents in the lowest educational category are interested in High School Equivalency than the proportion who express interest in Basic Education. It may be assumed that many of these adults are describing their ultimate goal-a high school diploma-rather than showing the actual sequence that they would follow in study to obtain the credential (Veres, Carmichael & Kidlon, 1980).

Older persons who cannot speak English are similarly large in number and in proportion to their younger counterparts. We have collected educational statistics on only one group - Hispanics - but related data suggest that Asian-Americans and other non-English speaking elderly have limited education and are restricted by language. Estrada reports that Spanish-origin elderly have the second highest illiteracy rate

of any group, second only to older native Americans. According to his 1978 figures, 45.4 percent had less than five years schooling. Median school years are 6.3 for males, 5.0 for female Hispanic elderly (1977). The New York State Needs Assessment found a steady rise correlated with age in preference for a foreign language as the language of instruction. In New York City, 23.3 percent of people over 64 expressed such a preference (Veres, 1980). The Special Concerns Section on Spanish Speaking Elderly of the White House Conference stated: "Perhaps the most pervasive handicap the Spanish-speaking elderly has in this society is his inability to speak and communicate in English...There is a high correlation existing between his inability to speak English and his lack of awareness of the very few services, activities, and programs to which he is entitled" (Report, 1971).

These extreme educational deficits were confirmed by our informal survey of 42 Senior Centers (Appendix A) in likely (i.e., poor and minority) neighborhoods. Though responses came from center staff (and may thus reflect directors' opinion, rather than elders' reality) the information reinforces other data. Twenty-eight centers (68 percent) described their members as needing language skills. Of these, 14 stressed English as a Second Language, 6 English language literacy, and 7 saw a need for both. (Because inability to speak English is more readily apparent than functional illiteracy, the actual number in need of ABE maybe higher than indicated). Of these 28 centers, 13 reported their members had less than 8 years of schooling and 12 had less than 5 years.

Numbers alone fail to indicate what it is like to live with language deficits. All aspects of one's existence are affected by the inability to speak or read English. Apparently simple questions as "what is the color of your eyes;" or "how long have you lived at your present address?" are beyond the literacy level of 16 percent of those lacking a ninth grade education (Mezirow, p.3) of whom close to one-half are elderly. A nutrition program director in New York City realized that certain members of his center were illiterate after puzzling over their behavior: A group would stand next

to the bulletin board and engage people in conversation. One woman would appear at the center early, wander into the kitchen and disturb the staff. Inability to read accounted for the subterfuge of these center members: they were trying to get others to read the menu and plan their diets. The desperation of illiteracy increases for older people because family supports - spouse, children, siblings - who in the past may have negotiated services on their behalf, diminish. A social worker in a center with a large population of functional illiterates complains of her workload: "I can't just explain, answer questions, figure out benefits; that's all hard enough and would take up all my time. I've got to fill out every form for people, and some want me to forge their names."

From informal talks with language - needy older people and the experience of the pilot classes, we have identified some specific language skills they want to learn: increased vocabulary, understanding of sentence structure, and listening ability. But the capacity to converse with strangers, to read simple directions, to write to relatives and friends, is also critical to the older learner. Despite immediate learning interests - i.e. medical language, how to communicate in emergencies - the strongest expressed motives for entering classes are to master skills for interpersonal communication, fiction reading, and to read the Bible.

B. Profile

Older adults who speak a language other than English or function at a low reading level experience all the barriers common to younger language needy persons while also subject to the declining health, isolation, financial constraints and increased dependency prevalent among the elderly. Descriptive traits cannot be used as blanket predictors of need, but can serve as a guide to locating populations of older people likely to suffer language deficits. Numerous studies indicate that "those persons in our society who lack sufficient reading and writing skills to function effectively are found in large numbers wherever there are poor people and wherever there are congregated racial and ethnic minority groups."(Hunter and Harman, 1980, p. 50). The illiterate elderly have suffered from the complex compounding of social,

physical and environmental problems characterizing the culture of poverty throughout a long life.

In our survey, 10 of the 13 senior centers reporting no need for ABE described their members as wholly or predominantly white, while seven Hispanic, seven Black three White ethnic, two Asian-American, and nine racially-mixed centers expressed interest in language classes. The least educated groups were the Hispanic and Asian-American elderly; they composed two-thirds of the predominantly - minority centers whose members had less than six years average schooling.

Language-needy elders identified by our survey were retired from jobs as domestics, kitchen help, unskilled laborers and factory workers. As Mezirow, Harman and Hunter, and other writers on basic education have pointed out, restricted language skills keep people at the lowest occupational and economic level. Centers with former business, white collar, and skilled workers reported no interest or need, while 92% of centers whose members had worked in "unskilled" or "menial" jobs were eager for language classes. The language-needy seniors identified through our survey also resemble younger ABE and ESL students in income. Need for language skills increases as income decreases. While there was no need in middle and upper middle class centers, 20 of the 21 with low income members or members on Supplemental Security Income reported interest.

More older women than men express interest in and enroll in ABE. This may reflect women's status and a disregard for female education, or it may be that men feel more inhibitions to admitting to illiteracy. (The Vancouver report on teaching ESL to the elderly suggests that many men in this age cohort became literate during military service) (Buzan, 1972).

Neighborhoods with dense ethnic and racial populations are the home of these people. More than their grandchildren they live their lives, as well as reside, in their neighborhood. Thus, local church and community groups, as well as senior centers and service agencies, are in daily contact with minority and poor elderly. Community-

based organizations serving all age groups can locate and provide information about language-needy seniors and are frequently the means of introduction to them.

Unfortunately, many people believe that older immigrants have no need for English language skills because of their insulation within close-knit ethnic communities. Yet researchers and social service workers from Hispanic and Asian-American communities argue against the characterization of ethnic elderly as enclosed in their culture and protected by extended family networks. Most older foreign language speakers live alone, are financially independent of their children, and must interact with the English-speaking culture everyday. (Deplorably, they are often refused simple services and entitlements because of their language deficits). Interviews with Hispanic students at several ISOA English classes suggest a pattern: women in particular tell of migration, part-time unskilled work and childrearing while the rest of the family learned English. When a spouse dies, children move away, and the neighborhood changes, even shopping becomes difficult for the older non-English speaker. The assimilation of the second generation affects recent Armenian, Greek, Polish, Korean, Russian and other immigrant groups. Monolingual Chinese elderly are left alone in Chinatown; a Greek woman says "My family come and change. I must or I (am) not (a member of) family now."

Stressing barriers to coping or problem solving language overlooks the basic human need for communicative competence: the independence of choice, autonomy in small matters as well as major negotiations, the confidence fluency brings, and relief of the alienation which accompanies lack of language skills. Language, as a recent Russian immigrant explains, affects "the soul": "In New York you are not a person, not even a robot without English. [To be] without speaking and understanding is like Solomon in captivity".

Finally, we should acknowledge the full lives of persons with limited language skills. Native English speakers who lack the skills considered basic have lived in this culture all their lives. Foreign language speakers may have resided in an English culture for 20, even 40, years. In both cases, they have raised families, held

down jobs, worked with better educated people, contributed to the cultural, political, and social life of their cities. They long ago proved their personal competence. This does not invalidate their need or desire for language improvement. Retirement is the first opportunity for many to return to any formal learning. Others are motivated by bureaucratic necessity (entitlements, etc.) or by the loss of children and spouses who previously aided them. These students are mature adults who want to expand their minds, skills, independence, and experience through acquisition of language and literacy.

C. Attitude toward Education

The miniscule nymber of persons 60 and over enrolled in language classes suggests that only self-selected, highly motivated older students presently participate. An assessment of the learning needs, class participation, effective concerns, and special arrangements needed by these few would ignore the majority of language-restricted elders who are unconnected with any literacy program. One recent study indicates that the strongest predictor of non-participation in any continuing education program is age (Irish, 1981). Two of the highest predictors of low enrollment in educational programs - low socioeconomic status and age (Darkenwald, 1981) - characterize the black and immigrant elderly. Older language - deficient persons would appear to be the hardest to reach of all the "hard-to-reach" target groups for education. This group has strict, but contradictory ideas about education. They consider education a formal process, an institutional activity. As older adults are unfamiliar with opportunities, in ABE they are largely unaware of the participatory, student - centered models of adult education which prevail in such programs. Recruitment can stress accessibility and potential, yet older learners will still consider the elementary classroom as the framework for academic learning. This tremendous respect for education creates an imaginary barrier to participation.

Even in younger adults, the decision to enter ABE programs is impeded by the stigma of illiteracy, feelings of shame, guilt, and deficiency. The minority elderly

experience particular inhibitions to "signing up". Internalized ageist stereotypes (seeing oneself as the "old dog" who can't learn new tricks) and embarassment and confusion at being in classrooms with younger people work against enrollment. School is perceived as inaccessible and threatening. People who have been poor all their lives suffer more from physical and financial decline than the middle class. Both urban and rural elderly are virtually cut off from literacy programs requiring more than minimal travel.

In the classroom older adults do adjust to informal teaching techniques, but retain expectations of teacher - direction. Abrupt introduction of tutorial and self-directed learning threatens their high regard for education and reinforces their insecurity as learners. Older students are not, however, generally shy or fragile in the classroom. More than younger ones, they initiate questions, participate in discussion, and firmly express their interests and needs. Students in our pilot classes preferred group over individual "tutorial" learning. The preference for group instruction is due not only to their expectations of what "learning" is, but also to a distrust of individual, student-teacher work. While younger students respond positively to being singled out, individual attention implies, for the older learner, some personal inadequacy and thus reinforces insecurity. Courses are seen as English class, not remediation, and the class structure should maintain this. Older learners have strong communal feelings - they help each other both in and out of class. Division into small groups and individual assignments threatens this positive, cooperative approach to learning.

D. Family and Friends

Family and friends play a special role in older person's learning: embarrassment, pride, shame, or defiance may affect the student as loved ones and peers respond with encouragement, disdain, fear, or withdrawal to the older person's new role as learner. Our experience suggests that most family and friends are enthusiastic about an elder's learning. Many students report family encouragement: grandchildren who provide both assistance and incentive, or the special delight at corresponding with family members for the first time. Although we had anticipated some resistance on the part of family

members when a senior's participation might violate cultural roles, such fears were not realized.* Po Ling Ng of the Chinatown Planning Council's senior center, Project Open Door, explains that the Americanization of the Oriental family has removed such cultural barriers. Children and grandchildren, Ms. Ng assests, encourage learning and hope that the elderly's language improvement will ease dependence on the family members.

II IN THE CLASSROOM

Teaching the elderly demands special attention to their cognitive strengths. Appropriate instruction requires comprehension of the intellectual functioning of older students as well as understanding of their motives and preference. Major considerations for teachers include:

1) the desire for communicative language;
2) the need for clarity in print and sound;
3) the need for repetition and reiteration;
4) the reliance on learned associations and organizational strategies;
5) self-doubts about ability to learn and reluctance to speak out;
6) the preference for group learning.

A. INTELLECTUAL FUNCTIONING

The organization of this section around age-decrements should not be taken to suggest a lack of capacity in elderly students. Too frequently, the need for understanding of the biological and psychological functions of aging which create special learning patterns in older students is taken as evidence of irreversible learning defects. This discussion of intellectual functioning is presented to assist teachers; included are material on myths of language-acquisition and alternative

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*We uncovered problems in two situations: when the older person's household responsibilities conflict with class meetings and when the elder student is language dependent on one close associate who is also aging. Scheduling is an administrative decision. The second case presents more difficulties. The language-proficient member of the pair may experience the partner's dependence as part of the bond between them, which provides an emotional affirmation at a time when he or she is also threatened by loss of autonomy in aging. This pairing of language-dependent and language-sufficient elderly is not pervasive, nor is the situation always inherently conflicting, but this occurs often enough for teachers to be alert to it. Recruitment and teaching must encourage the elder learner to pursue learning despite outside pressure, and help the learner diffuse any threat to family members or friends.

analysis of scientific studies of aging which contradict the common belief in age-decrements and declining cognitive capacity.

SENSORY INTAKE

The ability to absorb sensory information coherently seems to decline with age. Stimulus Persistence Theory (SPT) explains this decline by suggesting that each sensory input (sound, image, etc.) lingers, hindering the perception of the following input. Decreased ability to distinguish between inputs and to discard irrelevant inputs make older people susceptible to sensory interference. Simultaneous activities (talking while writing on the blackboard) add to sensory confusion. Clear print and paced delivery isolates items and can alleviate these problems.

INTEGRATION OF SKILLS, PROBLEM SOLVING

Coordination of visual and motor tasks and spatial integration appears to decline with age. The elderly score lower than other groups on the Wechsler Adult Intelligence Scale Block Design, Picture Arrangement, and Digit Symbols tests - all of which demand perceptual manipulation. Teachers should note that such activities as reading a cluttered blackboard and finding a place on a page demand such coordination.

Abstractions are difficult for older adults to recognize and manipulate. They do not spontaneously form categories or draw analogies. This difficulty increases along with the degree of abstraction (e.g. the similarity between prepositional phrases is more obvious than that between two relative clauses). Because older students often fail to organize material, teachers must provide the organization, including categories, analogies, and clues. This failure often leads to a lack of strategies for problem-solving or rigid adherence to a single strategy.*

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*The age-decrement in strategic problem-solving may actually be an educational deficit. Much strategic ability depends upon have been introduced to strategies and being presented with opportunities for using them. Accordingly, a non-English speaking engineer of 70 may have the same or fewer difficulties in language problem-solving as 25-year-old immigrant peasant.

Older persons may preserve irrelevant data, become caught in detail, or fail to recognize patterns and confuse clues. However, older persons more than any other age group acquire and use organizational and study skill strategies when taught them. They can comprehend organizational groups, capitalize on clues, and retain learned strategies. It is necessary to introduce and prompt the use of one strategy at a time.

MEMORY

There are three components to memory: the sensory register, primary memory, and secondary memory. The sensory register perceives information and may decline with age. Selected information entering the sensory register is transferred to primary memory. When the number of items (perhaps five)exceeds the capacity of primary memory, those which have received special attention are transferred to secondary memory.

Secondary memory consists of three different operations: transference from primary memory, storage and maintenance, and retrieval (which of these operations decline with age is not established). The process of transference sets the pattern for retrieval; that is, information must be imbedded in a way which will facilitate locating and producing it.

Because the benefits of extended examination and repetition are delayed, proper imbedding is not always valued. The number of items presented and emphasis on certain items affects transference. Teachers in the pilot courses have pin-pointed this transference process as the essential difficulty of their students. Their unscientific, but frequent observations - "It takes a long time for them to get it, but when they do they know it" and "they need so much practice before they learn" - indicates the crucial importance of imbedding.

Little is known about storage and maintenance in secondary memory. Retrieval is subject to time constraints in the aged: extended response time permits better retrieval. Again clues and strategies needed for retrieval work best when provided for the learner at the time of original instruction. Also inhibiting response is the older persons' reluctance to answer rather than to chance error. Teachers' encouragement and a supportive

class atmosphere can encourage cautious older learners to overcome this hesitation.

Other Factors

The information provided above, based on generalizations from numerous laboratory studies and observations of cognition in the elderly, coincides with our classroom experience with older learners. However, some learning psychologists are currently challenging studies of the older learner. Arenberg (Botwinick, 1980) found that older people seemed to lack the conceptual ability to proceed through a series of elimination tasks. However, when the test was adapted to involve foods and poisoning rather than colors - that is, as the items became concrete, but the reasoning remained abstract - older subjects excelled. (Doctors-accustomed to the concrete in diagnosis-have been found likewise to rely on specifics in their thought process). Some psychologists suggest that the nature of cognitive measurement is biased against older people. The aged may simply lack interest in the irrelevance of many laboratory experiments. Giselle Labouvie-Vief, (1978) refers to the "matrix of meaning", the need for subject matter and structure to have importance to older students. She suggests that a stilted, platonic idea of intelligence prevents us from observing, analyzing, and crediting the elasticity of intelligence which changes to meet the developmental tasks of different age spans. Further, she argues, learning does not exist without motivation.

E.S.L.

The pervasive notion that language learning ability declines throughout the life span is an additional barrier to older ESL learners. The premise of prepubescent language superiority is rooted in misconceptions about neurophysiology, in phonological studies and in anecdotal observations. The concept of a critical language learning period (age 2-10) was based on studies of re-learning first languages among brain-damaged children and adults. The findings have been rejected as having no parallel to second language acquisition among healthy populations. Because phonology is measurable, as other aspects of languageare not, research has concentrated upon children's ability to replicate sounds. Children's superiority as mimics seems to be connected with brain

development. However, greater phonological facility does not indicate greater language learning skill. Comparisons of immigrant children and adults also have been used to assert youth's proficiency.* Evidence here is also anecdotal and centers on accent. A ten-year British study concluded that learning time, rather than age, made childhood language acquisition advantageous. Children who appeared to learn a second language without effort also lost that language. In contrast "the older person does his learning of the foreign language largely through intellectualized, organized reasoning processes. This organized learning achieved at great price (i.e. slowly) tends to be longer retained and more easily relearned than initative, mechanical learning" (Smythe, Stennet, Gardener, 1978).

IV ANDRAGOGY

Both instruction of older learners and instruction in language skill make special demands on curriculum and methods. Organized presentation, extensive repetition, and close attention to students' needs and progress are necessary. Basic principles of andragogy may be taken as a foundation to which specifics of language and literacy learning and educational gerontology are added. There are many formulations of adult learning; the following are adapted from Malcolm Knowles' "Conditions of Learning", (Knowles, 1973). Learning environment (2) shared goals (3) and progress (7) are especially important to older students:

1. The learner feels a need to learn.
2. The learning environment is comfortable and encourages mutual trust, respect, helpfulness, freedom of expression and acceptance of differences.
3. The learner's goals coincide with the goals of the learning experience.
4. The learner's commitment to the learning experience proceeds from his or her responsibility in planning and operating in it.
5. The learner is an active participant in the learning experience.
6. The learners use their own experience in learning.

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*The exposure of children to native language is beyond anything comparable for adults. One writer estimated that on entering school at age 6, children have listened to and spoken their mother's tongue for 19,690 hours, equivalent to 136 years of college instruction in a foreign language, (Stern, 1973).

The combination of ageist paternalism and declining physical efficiency makes the aged especially vulnerable to the environment(#2). Some older persons are prepared to be docile; others act out resentment. We have found, however, that older learners respond eagerly when their experience is respected and difficulties are accepted. Their ability to learn co-operatively is an asset which teachers (accustomed to other, individually-needy or competitive students) too often ignore. Most basic education programs work with students individually or in small groups; students progress at their own rate and receive specific attention from the teacher. Older learners seem to reject this system. The stigma attached to language limitations seems ameliorated by the group process and the high regard given to classroom learning. More important, students' presumption that learning is a co-operative experience is an asset which teachers can structure into the learning environment.

Mutual endeavour and assistance also prepares students for shared goals(3). However, there is a tension between traditional notions of the authoritative teacher and the desire to assert individual knowledge and experience. The instructor must maintain leadership while consulting with students. The coordination of student goals, on the one hand, and institutional and societal goals, on the other, usually appears as a problem in program development. The teacher's obligation is to accept the self-defined learning needs of older students and to demonstrate how particular study will lead to meeting these needs.

Older students, distrustful of their capacity to learn, appreciate evidence of progress (#7). A major difference between andragogy and pedagogy is the child's investment in knowledge to be used at a later date versus the adult's need for applicable learning. Because credentials are not at issue, progress assessments can be anecdotal or result from informal testing. Older students do understand that language facility is developed over time. Nonetheless, perseverance is encouraged by a sense of mastery of specific and usable items (e.g. vocabulary of place and time, syllabication patterns).

Basic Education

The basic education classes in our pilots covered material on vowel and consonant sounds and blends, syllabication, punctuation, common prefixes and suffixes, vocabulary (from texts), and sentence structure. Grammar was taught as an adjunct to reading and writing skills. Older adults continually ask for explanations and appreciate background information. For example, the teacher discussed with a class why certain words (gerunds) need "ing" endings to become nouns, while others had "tion" or independent forms (e.g. swimming, concentration, knowledge). This discussion may or may not help the student use the correct forms, but it does order the confusion of language. In some ways older students are remarkably curious: they want to comprehend language as well as utilize it. They consider the opportunity to learn will give them a long-denied understanding of that which has previously been mysterious. Excursions into history, linguistics, and grammar lessen the threat of language and transform it into a potentially conquerable subject.

A format which divides language items from reading and writing worked well. In a 90 minute class, 40 to 45 minutes was usually spent on vocabulary, grammatical structures, phonics, etc. Specific items can be taken from student's work and texts, but must be organized and reviewed. We found students eager to do exercises and use work books.

Reading must be followed by a directed examination of structure, vocabulary, and meaning. Many low level readers can pronounce words without absorbing meaning; many cannot sustain meaning. Older students are so accustomed to not understanding that they may not ask questions or even stop when a sentence or paragraph baffles them. A major instructional goal, then, is to have students ask questions. They must question in order to identify problems, solve them, and proceed to comprehend and produce written English.

Martin Luther King's "I Have A Dream" speech and Tillie Olson's story "Oh, Yeh" were used with great success in the pilots. Both pieces were emotionally charged for older students - in content and as documents of history and "literature". The King speech is especially interesting because of the difficult language. To our surprise (and as a demonstration of how much non-readers are cut off from the world around them) students who had attended the 1963 March on Washington did not know the meaning of "Emancipation Proclamation".

They mastered this, however, and other complex words and phrases ("promissory", "manacles") through the careful dissection of each sentence, review of vocabulary, and general discussion. The significance of the speech, as historical event and eloquent expression of a shared vision, made even such difficult language more accessible than a more'readable' selection might be. The language, references, and especially sentence structure of King's speech come from black religious oratory. Students grasped all the biblical references in the speech. The use of parallel structure was especially valuable because of its familiarity. More important, by its nature, parallel structure organizes meaning for the reader and isolates the new (potentially difficult) word or phrase.

Relevance is more than subject matter. Certainly older students want to read interesting material, want to penetrate the mystery of written language, want to comprehend what is written. This is made easier when they can relate to the style of writing. There can be relevance in sentence structure as well as content. We suggest that the students' rejection of "language" for "coping skills" (benefit forms, newspapers, etc.), while predominantly a matter of interest, further reflects the need for accessible structure. Bureaucratic jargon is one of the most difficult forms language can take. Even "easy reading" pamphlets which explain benefits lack the familiar cadence and structure found in other writing.

Composition has centered on letter writing and reminiscences. The "Language Experience" method, in which the instructor writes down the students' own words (a story or anecdote), then turns it over to them for re-writing, has worked well. The emotional meaning (of seeing one's words on paper as well as importance of the story itself) and self-generated language encourages confidence and removes initial stumbling blocks to composition. Vocabulary and meaning are clear, so re-writing can emphasize structure, grammar, and punctuation. Older students in other programs have written poetry, including group poems, using this method. Finally, we cannot overstress the importance of large print, of wide-ruled paper, and of clear blackboard writing. There is no sense in defeating students through disregard of these necessities.

E.S.L.

Language learning is often marked by great concentration, quick responses, and learner anxiety. As stated in the cognition section above, older adults have difficulty with these demands. Lessons should be organized into distinct sections, with the interrelated functions of language made clear. While ESL frequently demands quick response as an indication of acquisition, teachers must remember that older persons respond slowly in their native languages. Teachers also need to consider the physical decrements of aging. Hearing decline demands especially clear and slow pronunciation; loss of visual acuity may accentuate difficulty in learning the symbols and alphabet of a new language.

We have not stressed pronunciation in the pilot classes. Physiological habits are the hardest to break, and as long as a student's speech is understandable, we have considered vocabulary and meaning structures to be more important. Among the material covered were singular and plural nouns and verbs, pronouns, determiners (articles), question forms ("w - words"), regular past tense, some irregular verbs, word order. Vocabulary of the body, time, color, the senses, numbers, food, transportation and health were taught through direct study and situations.

Our pilots were built on situational English with use of audio-lingual and functional notional methods. Situational teaching relies on meaning context, so that relevant forms and contextual use is stressed. For example, questions and answers and vocabulary of the body are elements of a lesson on the medical check up. Listening and speaking drills on both forms and vocabulary were implemented in conjunction with situational learning. The use of situations is restricted with beginners. Still, students can participate in communicative exchange: they can move from repeating teacher descriptions (e.g. of clothes) to answering questions to questioning one another. In all pilot classes, at least 15 minutes was reserved for free conversation. The teacher must listen to and require production from all students individually. Having a pair of students conduct a dialogue while standing, then repeating this until all have participated allows the instructor to concentrate on individuals while the group is exposed to repetition and correction.

As with almost all older students, ESL learners want to use books and take notes. This can interfere with the essential tasks of listening and speaking. Our instructors did use texts and written exercises to satisfy students and reinforcelearning.

The decline in sensory perception makes reliance on the audio-lingual method inappropriate to older students. This method has been criticized for its artificiality and lack of contextual language, and its use (for all populations) has declined in the last 10 years. Yet, audio-lingual reinforcement is valuable in making language a habit. The Silent Way approach to ESL is based on spontaneous production. However, it demands quick response, visual acuity and frequently instills anxiety. For these reasons, we have found Silent Way to be unsuccessful with older students.

Testing and Progress

The experimental nature of the pilot classes prevented us from conducting formal pre - and post-tests in the BE courses. Reading material was not presented in progressively more difficult order. Applying the Fry Readability Formula,* we ascertain that the majority of students in the BE pilot read at grade 3-5 level. The other classes varied, with a range of grades 3-7.

Most material was in the range of grade 5-7 equivalency, although the King speech has a readability score of grade 10. It is interesting that a newspaper article which students dismissed as uninteresting was at grade 10 level also (The assumption that newspaper stories are written at a grade 8 level was in this case false).

The John Test* which scores speakers of other languages on oral English comprehension, fluency, structure, pronunciation, and vocabulary, was administered to ESL students at the senior center pilot. Ten students tested under 15 points (inability to function in English), 6 scored between 21 and 34 (beginners - intermediate), and 3 achieved scores in the 50s (intermediate). Unfortunately, administrative problems prohibited correct post-testing.

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* Edward Fry, Rutgers University Reading Center, New Brunswick, N.J. See also Abram, Marie J., "Readability: Its Use in Adult Education," Life Long Learning/The Adult Years, Volume IV, No.5, January, 1981 8-31.

*Language Innovations, Inc. New York, N.Y.

Project ARI, the ABE provider agency working with Russian immigrants, has supplied us with the only comparative data. Of older students starting classes with a John Test score of 29 or below, the median improvement was 17 points in six months, 23 points in 12 months; younger adults improved by 18 points in 6 months and 34.5 points in a year. For those scoring 30 and above, the older adults achieved a median improvement of 15 points in 6 months, compared to 14 for other adults. Although more extensive testing is needed, these figures suggest that acquisition of English is not limited by age.

Reports from students, teachers, family and friends, and senior center staff on progress are positive. The ESL programs have been full of learners' anecdotes. Two different older persons used English in contacting the police; one was able to stop a burglary because of her clear and courageous telephone call. The monolingusl education director at the center reports that the Hispanic members involved in class take more part in the senior center now. "They look at me, They used to never look me in the eye before. They'd just look down or go get somebody to translate".

In the BE programs also, we have reports of improvement and the effects of improvement on students lives. One woman, after years of listening only, has begun to share in the oral reading at her Bible Study group. The letters written to politicians by the members of union class are prized by the director as well as students. One BE student, asked if he noted any change since attending the course commented "It sure takes me longer to write a letter now". There is also the implied success of students' commitment. A student in the long-running union program insisted that Christmas holidays be scheduled in October because she wanted to plan her visit to her native country without missing a single class. One member of a senior center class has a daughter attending a vocational education and upgrading program and a granddaughter entering college: "We got so I called my daughter when I didn't know a word or couldn't understand. That's okay 'cause she called her daughter to get help too. We've just been talking school for months".

Materials

Teachers will want to use their own favorite materials and methods and should do so. Teachers in the pilots have recommended the following books. We stress that these are but a few of hundreds of possible texts,* not to mention excellent teacher-made materials.

A B E

Alpha to Omega, Hornsby and Sheer, Heineman Educational Books, Boston, $11.00

An excellent handbook for teachers. Used with great success by the peer teacher in the extended ABE pilot.

**The Guizer: A Book of Fools, Alan Gorner, Hanish Hamilton, London, 1975. An adult story book with intriguing, inventive stories (not science fiction) and retellings of fantasy legends.

**World Tales, Idries, Shah, N.Y., Harcourt, Brace Jovanovitch, 1979. In large print with stories short enough to be taught in a 90 minute period. The students respond to the story format (its association with the Bible and folk tales is familiar to them) and extract philosophical and moral meaning from them.

Tell Me A Riddle, Tillie Olson, Dell, N.Y., 1980. Serious, dramatic writing, the subjects of which - personal relations in segregated society, a mother's review of her dauthter's life, an aging couple - strike solemnity and appreciation in older readers. Marvelous as an introduction to the powers of imaginative writing, although the eccentric punctuation is sometimes difficult.

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*Many of the commercially-produced ABE texts are centered on life-skill and employment training. Such materials are usually inappropriate to older students who are experienced in coping, depend on specialized entitlement programs, need particular employment assistance and are motivated by different learning interests.

**The teacher using these texts advises other programs not to try them if students or staff feel stories are meant for children.

An Introduction to English Language Teaching,J. Haycroft, Longman, Inc. A good teachers guide.

New Horizons In English, 2nd Edition, Lars Mellgreh and Michael Walker, Addison-Wesley, Reading Mass., 1980. Good for beginning students who want a text and appreciate its organized format. Should be supplemented by other material.

English for Everyday Living,Tina Kasloff Carver and Sandra Fotinos, Prentice-Hall, Englewood-Cliffs, N.J., 1979. Excellent for intermediate students and as a teacher's guide for basic class (e.g. includes good section of parts of the body).

No Hot Water Tonight,Bodman and Lanzaro, Collier Macmillan, N.Y. $5.75. Stories and dialogues with exercises from the life of a New York City apartment house with an older woman as the central character.

B. PILOT PROJECTS

In 1980-81, the ISOA ran four pilot classes, attempted two more, and offered an additional six courses in ABE and ESL as part of its Liberal Arts program.

ABE

One basic education course was offered at a predominantly Black senior center located in a poor area in Brooklyn. Center members attended a course selection meeting in October and chose Reading Development from among many liberal arts classes. We believe that the success of this particular class was partially due to students' active choice of a basic education class.

This course began November 4 and met for 26 sessions over 14 weeks, one and one-half hours per session. Fifteen students registered for the class; by the 3rd week 39 had attended some sessions. Enrollment settled on a core group of 23. Of these, 20 students received completion certificates for attending over two-thirds of the classes. One student knew English as a second language; all others were native English-speakers.

All students were literate, but were severely restricted by reading difficulties. In the first month, learning interests were established, as students politely attended to newspaper articles and entitlement forms, but requested stories. (This pattern was repeated in all ABE pilots.) Students expressed a need to improve spelling, pronunciation (especially syllabication) and punctuation. They had particular problems with long words, with involuntary substitution of familiar words for unfamiliar ones, and with consonant blends and silent vowels. Frequently, students could not sustain meaning throughout a paragraph and occasionally had difficulties through a long sentence.

Exercises on phonetics, grammar, and punctuation were successful as well as popular. The core of the class, however, consisted of reading a long story, Tillie Olson's "Oh, Yeh". Short pieces of literature, including myths and Martin Luther King's speech

"I Have a Dream", were also taught.

The story was read by students alone at home and in class; read aloud in class; re-read section by section and sometimes sentence by sentence. The teacher led students through vocabulary and sentence structure, as well as discussion of meaning. At least half of the total 26 class meetings were taken up with this 15 page story. At the certificate ceremony (which was held at a special luncheon with students' grown children in attendance) the class read a passage from the story.

The reading level of participants ranged from grade 3 to 7 equivalency. The Olson book has a grade 7 readability score and the King speech a grade 10. Both the Olson story and the King speech were difficult but successful, we believe, because they challenged students' language skills while presenting them with important, adult literature.

Towards the end of the course, students made plans to continue studying together. A retired teacher who attended the center agreed to lead the study group which continues meeting. The I.S.O.A. has supported the group by providing texts and the services of the instructor as a consultant.

A second BE pilot was attempted at a Senior Center in Harlem. In this case, a lump sum of money was available to serve the center. The staff expressed interest in literacy, but worried that public announcement of a remedial program would discourage attendance by those in need of literacy. Because of this problem and because of the Center's expressed interest in Black history, a complex scheme was devised: staff would select individual members whose lack of functional literacy was apparent and encourage them to participate in an oral history program. An especially gifted and experienced oral historian was available to lead the students. At some comfortable point, he would introduce the subject of literacy and potential for learning and bring the BE instructor into the program. It was hoped that the oral histoy content would have two results: (1) as students discussed their lives and the situation of Blacks in pre-WW II America, the denial of educational opportunity would emerge as a shared concern of the group; (2) students' own stories would be transcribed and the

BE teacher would use these as classroom material.

We believe that two critical errors contributed to the failure of this effort: our assessment of the staff's commitment to the project was mistaken, and the inherent manipulation undermined the learning. Staff did not fulfill their obligations. A room was not set aside for the class, students were not identified and recruited, popular activities were scheduled to compete with the class. Further, students were not actively involved in the decision to enter a literacy class. (Perhaps some older persons will never join a class, yet the functionally illiterate have entered programs at other centers.) Regardless, the lack of candour between ISOA and center staff, and between staff and students, sabotaged initial efforts at organization and consistent attendance.

Four other ISOA English classes were given in 1980-81; three were the result of Senior Center course selection meetings. All four consisted of the 13.5 hour ISOA format, which is designed for introductory liberal arts courses, not for language skills. At one center, disruptions of class meetings by Center trips and building remodelling emphasized the need for critical evaluation of senior center sites and continuous communications with directors. At two housing project sites, reading was more advanced than at the successful pilot with more students functioning at a grade 5 to 7 level . Students again needed and desired instruction in grammar, phonetics, punctuation, and spelling. They expressed more interest in reading than writing, and preferred literature to information, especially coping information. The instructor experimented with topics and materials. As she became more familiar with the black elderly, she identified recurrent themes important to them. These included curiosity about books (from which they have been cut off) and a great interest in questions of ethics and religion.

A sixth class was an extension of a course established the previous year at a union retirees' club. The site differs from Senior Centers in that members attend classes as an auxiliary to appointments at the union medical clinic and social service office. The group had been meeting sporadically for 18 months, whenever the ISOA could provide

a teacher. Students are primarily advanced second-language speakers of English. More writing was done with this group, As with other groups of older persons, students wanted to be taught traditional grammar. They were, however, eager to work with the teacher on the application of grammar to specific problems in their individual writing.

At this site, newspapers were used quite successfully. One activity consisted of reading an article from the union paper or a magazine, then writing away for more materials. Through this, students learned to use information networks and their own potential as consumers of information was developed.

Students in all BE pilots felt their reading and writing improved. They were committed to the class, came regularly, and were very proud of the certificates awarded them. (For more information on classroom instruction and progress see Androgagy, pages 15-23).

E.S.L.

The I.S.O.A. sponsored two pilot ESL classes and an unsuccessful attempt to organize a campus-based ESL course. Our experience with one class demonstrates the resolution, through careful preparation, of problems typical in introducing education in senior centers. A very busy, very active Center, affiliated with a community organization with many components (day care, evening GED provider, etc.) had greatly increased its Hispanic membership in recent years. A Spanish-speaking social worker attended the needs of the minority group, yet staff were concerned that alienation from the center as a whole and social service difficulties (housing, entitlements, etc.) were in part traceable to language limitations.

However, ISOA had had previous experience with the center's disorganization. Other courses (in the liberal arts, in English) had floundered as changes in rooms, times, and days were made and the large staff failed to communicate among themselves. Therefore, several exploratory phone conversations were succeeded by a meeting of the community agency's director, education coordinator, and ISOA, months before class began, Specific agreements (on scheduling, staff roles and functions, recruitment, etc.)

were reached, and verified in writing. Communication was maintained throughout the Center's recruitment drive. When response was minimal, an ISOA administrator and the prospective teacher attended a meeting of the Hispanic members. The teacher gave a friendly and encouraging talk in Spanish on the ability to learn at any age, the need for English, and the difference between his classes and a traditional school. At the end of the meeting 27 students registered; all appeared for the first class. As the course proceeded, the agency's education director and ISOA staff remained in close contact, and the teacher was given some latitude in planning with center staff. Because the language level of students varied from no knowledge of English to intermediate, an ISOA staff member attended several classes as a teacher's aide , allowing the group to be divided into beginners and intermediate.

The second ESL pilot was given in conjunction with a resettlement, acculturation, and job counselling service for Russian immigrants. English language classes had been opened to older immigrants two years before. Teachers and the administrator soon felt that this population would learn better in age-segregated classes; two intermediate classes had been established for students over 50 for a year. Our pilot consisted of sponsoring a third class for older beginners. The class began with 16 students, most of whom live in the neighborhood (though some commute by bus or subway). The course was quite successful, with only two drop-outs and 86% attendance.

In both ESL pilots, basic vocabulary and sentence structure were emphasized. Students expressed a need for vocabulary about food, housing, money, and crime. For beginners, vocabulary about colors, time, parts of the body, numbers, and family members were important. Tense, articles, word order, word omissions and word endings were problems.

An attempt to recruit elder students from the population at large to determine the feasibility of sponsoring classes for older students at a central site failed. An ESL class was scheduled on the New York City Technical College campus, in downtown Brooklyn, accessible to virtually all public transit lines. Recruitment consisted of letters to 180 senior centers, with enclosed flyers in Spanish and English, and press

announcements to 42 ethnic newspapers and radio stations (in Spanish when appropriate).* Forty-two letters in native language were sent to older students on waiting lists for other ESL programs. Despite this extensive promotion, we received only 13 responses. Of these, 4 wanted some other assistance for non-English speaking older persons. Two classes were held; only four students - all bussed by a Manhattan agency- attended. The course was cancelled and the four individuals referred to other programs.

IV PLANNING

A. SITE

Where the class will be held may be the most important decision in planning ABE for older adults. Site selection determines the specific target group, transportation options, available facilities and materials, and recruitment methods; it influences staff requirements, the pool of potential teachers and the teaching methods employed. Local situations vary so much that we cannot recommend a single type of site as most conducive. Planning should account for both the older persons and the resources in the particular city, town, or neighborhood. The two obvious alternatives (and the two used in our pilots) are senior centers and established ABE programs.

These options reflect a major issue in all adult, outreach education: accessibility vs. efficiency, expertise and resources. Senior Centers are conveniently located and potential students are at ease there. ABE sites have both physical resources and trained staff; the number of students allows for instruction at appropriate level; teachers are employed regularly and are committed and skilled in teaching adults. Appropriate site selection requires consideration of the advantages and disadvantages of these two major options.

Facilities

Because centers range from cramped basement to spacious buildings, the physical resources vary. Senior centers must be able to provide a quiet, comfortable room, consistently available, with good lighting, a blackboard and tables. The center should be

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* We are aware of frequent announcements made on two Spanish-language radio stations, and notices appearing in one Chinese and one Hispanic Newspaper, and believe more press releases may have been printed by foreign language periodicals than we are aware.

capable of keeping materials locked up between class meetings. Whether the problem is one of space or attitude, classes cannot succeed if they are subject to rearrangement by the bingo group or choral singing. Where centers lack appropriate equipment or space, ABE organizers must be prepared to help staff arrange for what is needed. Once staff understand these basic requirements,* they can often arrange facilities (e.g. a lunchroom may be suitable as long as it is kept private and the kitchen is quiet).

ABE programs have better facilities because their mission is education. Those in public schools and community colleges or universities are built and equipped as classrooms. Administrators have offices where teachers congregate, encouraging professional exchange. Even limited budgets allow for an array of books, materials, and audiovisual equipment to be kept safely on hand. Though provider agencies vary, the funds they receive ensure rooms, materials, and on site educational supervision. Of 21 ABE and ESL programs surveyed in our project (Appendix B) one reported that the building (very old with no elevators) was an immediate barrier to the aged. However, regulations on handicapped accessibility should make all sites accessible within a few years.

Age-Integration

Several programs with older students have observed no problems with age-integrated classes. The limited enrollment, however, may indicate that only the best prepared, most highly motivated learners sign up and survive. The "generation gap" does not appear to be an important factor in class cohesion; students accept their common starting point as language learners. However, cognitive skills and learning interests (Section II) may divide older and younger adults. It is worth noting that the agency in New York with most experience in ESL for older persons has had greatest success with age-segregated classes.

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*A reflection of the social service worker's lack of awareness of what might be needed is that, in our telephone survey of 42 senior centers (Appendix A) all directors considered their facilities adequate. This is certainly not the case.

Scheduling

Appropriate scheduling must be considered in site selection. A convenient, neighborhood provider agency is virtually inaccessible to older students if it operates at night. The problems of establishing a day program at such a site may overwhelm the advantages of classrooms and materials. Even day classes should be scheduled to allow older persons to travel in non-peak hours and to participate in lunch programs.

Transportation

Any program for the elderly must consider transportation demands and accessibility. Restraints on older persons' mobility is a major barrier to participation. Physical disability and fear of crime make subways difficult and can hinder bus travel. Public transit is often expensive for persons on Supplemental Security Income.* Thus, both enrollment and attendance depend upon safe, inexpensive, and accessible transportation. Because many areas may not provide such services, transportation factors must be part of ABE and ESL planning.

Our survey revealed that few New York City senior centers own vans or mini busses. Those which do have commitments to serve the homebound elderly, to transport members to medical facilities, and to provide community transit. Thus it appears unrealistic to expect ABE programs to depend on center-sponsored transportation at present.

Senior center directors consider travel to be a major disincentive to participation. In our survey 16 of 41 center directors thought elder students would not travel out of their neighborhood to ABE and ESL classes; ten more considered it unlikely. An additional ten directors believed there would be a decline in enrollment if travel was required. Older students themselves insisted they would not have enrolled initially in an unfamiliar program if they had to use public transit, citing safety, money and physical obstacles. However, several were willing to travel to continue their studies.

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*In 1980, S.S.I. paid $242 a month and New York City Transit charged the elderly 30 cents per ride in off hours.

In some cases, educational provider agencies in neighborhoods with a concentration of poor and minority elderly may resolve transportation difficulties. (The neighborhood site has worked in Brooklyn at Project ARI, a provider agency in a school in the heart of the Russian community). However, although provider agencies are conveniently located, they tend to schedule classes at night.

Some programs can attract older students despite travel barriers. The Basic Education class at the Amalgamated Clothing and Textile Workers Union's Retirees' Center has students from all over New York City. However, a shared identity and the location in union headquarters (with accompanying medical and benefit services) compensates for travel time.

Older students interested in language programs may require a travel stipend. It is worth preparing maps of bus lines for prospective students to encourage the travel effort. Learners can be paired to travel together, which also assists peer identification and exchange of learning experiences.

In sum, local conditions must determine the role of transportation in older person's classes. Though convenience of local sites is a major factor in elderly participation, certain conditions (ethnic or union identification) may act as compensations for travel distincentives. All efforts must be made to make travel affordable and accessible. Finally, the very competence and pride which accompanies improvement in communicative skills may reduce some travel restrictions. The adult son of a 64-year-old ESL student reported that his mother "got on a bus and went home by herself after the first lesson. This was the first time she had ever done this and she refused the offer of a ride to do so" (Buzan, 1972, p.41.).

Student Preference

In our discussions with older persons, they expressed a preference for whatever educational site in which they were enrolled. That is, members of senior center classes saw no reason to move to central education sites (i.e. the college) and the few in central programs disdained senior centers. The majority of students in senior centers had never

before entered an ABE program, claimed that they would not have done so if the center had not sponsored classes, and cited transportation and scheduling as key factors in their choice. More than half preferred the familiar environment of the center. Many might consider enrolling in an ABE program if that were the only way to continue their present class, especially if assured the same teacher. Several students had had experience with other programs. They frequently noted that the class had moved too fast, and a few had felt unwanted by the younger adults.

B. AGENCIES AND INSTITUTIONS

Senior Centers

Whether a center is the site for classes or the liaison for locating and recruiting potential students, staff support is crucial to successful programming. Usually, the center's primary commitments are to the nutrition program and social services; other activities depend on finances, community linkages, and accessibility, as well as member interest and directors' creativity. Staffs differ tremendously in their interest and commitment to elderly learning. Unfortunately, some centers are run as "baby sitting" operations and ageist attitudes are as prevalent in senior centers as anywhere else. It is well to recognize staff priorities and work with staff to accommodate their needs.

A large number of senior center staff surveyed recognized a need for language programs. Of the 28 centers which saw a need for ABE or ESL among their members, 18 were sure that members saw themselves in need and 8 more thought this true of some participants.* However, 9 of the 28 seriously doubted that seniors would make a commitment to learning. Sixteen of them (57 percent) have at some time been offered an ABE or ESL class. Five of these initiated classes themselves with volunteer teachers; lack of instructional time and teacher commitment sabotaged these courses. The other 11 centers with educational experience had worked with CETA teachers, Y's and the ISOA. The success of the classes varied, depending on program scope, agency concern and center support. Many center staff,

* Two who saw no need later had students choose Basic English in ISOA course selection meetings.

like the population at large, believe that older persons can't learn, or don't understand that learning demands a structure (quiet room, regular sessions) different from that of other activities. Staff may support the idea of education, but are already overburdened. Thus, program planners should expect to have to do some educating themselves among staff on the subjects of BE, ESL, and andragogy. Overworked and underpaid staff or limited facilities can be compensated for if staff are genuinely supportive of members' learning needs. Program developers should be prepared for several meetings with staff to assure understanding of the educational program. Even then, recruitment and classes should be monitored both to encourage staff in what is most likely a new endeavor for them and to combat any undermining of the program through misunderstanding or neglect.

ABE and ESL Personnel

Educators, like senior center staff, are restricted by funds and by institutional priorities. Although the Adult Education Act mandate to program for "the most in need/least served" certainly includes the elderly, priority has been given to pre-employment language skills and vocational training. This effectively discourages recruitment of older people, who are not perceived as candidates for the labor market. Staff, limited to experience with younger adults, sometimes express a "share of the pie" perspective that dismisses the needs of special populations. In our interviews and survey, seven of twenty-one doubted the importance or capacity of older adults to acquire language skills. Three excluded all but job preparation applicants; two questioned the aged's interest in learning ("aren't there other activities they'd like more"?); one considered older students unsuitable for its accelerated, research and training - oriented, program; and the last felt that intergenerational conflicts would disrupt learning.

Five programs had some older students enrolled: one with 25 percent older people in regular classes, one with special classes for the aged, three with age-integrated programs of 5 percent of students over 50. Of these, three expressed concern about the pace of learning in older students, its effect on age-integrated classes, and generational conflicts as youner ESL students become Americanized. These same staff, however, saw no

barrier to language skills learning in the aged.

Educational administrators are beset by their own problems: the "numbers game" of test scores, retention rates, and job placements affect funding; the demand to reach a number of non-traditional populations; problems in the design, schedule, material selection, and teacher supervision for these students. Educators need more information if they are to work with a large number of older persons. Staff development for teachers - (i.e. cognition, teaching methods, etc.) must be preceded by formal or informal staff development for administrators.

C. RECRUITMENT

Recruitment into ABE and recruitment of older learners depend on contradictory elements: the former do not seek publicity because word-of-mouth and agency referrals oversupply most programs; however, older persons are not in contact with these information channels and do not pursue ABE without special outreach.

Our most successful pilots were in senior centers whose members had chosen to study basic English. But even in these agencies,* the full commitment of staff to recruitment was essential. On-site staff must announce the class regularly and individually solicit potential students. Teachers or project staff can assist recruitment by attending member meetings and lunches. The visitor can discuss the class with individuals as well as groups and should explain the informal structure, lack of tests, and student-centered pace of learning, in the students' own language. It's encouraging to give specific examples of what will be learned (e.g. remedial grammar, phonics, fiction reading for BE, past tense, vocabulary, questions, directions for ESL).

Once the class has started, word-of-mouth always brings in new students and a percentage (usually about 40%) will always drop out. We have allowed, in the pilots, registration to continue to the third class; by this time, a core group has been established.**

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*or in other community, religious, or ethnic organizations

** Some instructors find that a class of mixed levels permits continual absorption of new students.

Recruitment in the larger community is difficult. The Vancouver ESL project successfully recruited through press coverage in community and ethnic newspapers, on local television and radio, and through foreign-language flyers distributed to churches, doctors' offices, libraries, ESL programs, organizations, stores, and local public schools. (Older adults who enrolled cited fifty different sources of information about the program!) (Buzan, 1972). In New York City, such community cooperation was impossible. However, we promoted a course citywide, through letters and bilingual flyers to 180 senior centers and 40 ethnic and foreign language newspapers and radio stations. Two newspaper and two radio announcements resulted in only eight appropriate inquiries. Whether this was due to the isolated announcements (compared with the reinforcement of repetitive notices and feature articles in Vancouver) or the location and structure of the class is unknown. The Vancouver model is probably a good one for smaller cities. Concentrated communities of non-English speakers would allow more intensive distribution and press coverage, whereas in New York, the ethnic elderly are dispersed.

Media attention must be focussed 1) to ensure coverage and 2) provide adequate coverage. Single appearance press releases do not convey enough information to encourage enrollment. Feature stories which explain the program may be valuable. Regardless, community recruitment is necessary to reach great numbers of older people. A program, whether city-wide or neighborhood based, must recruit through community contacts.

Other Organizational Models

The foregoing discussion of factors contributing to the design of program may be taken to mean that site decisions equal administrative ones. This need not be the case. It is possible that an ABE agency can run out-reach classes in a senior center and retain its jurisdiction, that a senior center may initiate contact with a provider agency which agrees to absorb so many center members, or that a larger body (college, board of education, social service bureau) could administer programs throughout a city or region in both ABE and senior center sites.

What seems more critical to success is to design programs to ensure respect for the older learner from the beginning. All the efvective ISOA pilots, in various ways, involved potential students in an active decision to join the class. By contrast, we learned from the less than effective classes that obfuscation of purpose and manipulation of students do not remove barriers of shame and fear. Rather, encouragement is possible only with candor and conscious, deliberate involvement of those who might "sign up" in the decision to do so. The degree of student participation, and its form, will depend on the local context, but it is essential, regardless of administrative structures and agencies participating.

RECOMMENDATIONS

The following recommendations are of two types: planning guidelines which depend upon local needs and resources, and administrative and teaching recommendations which apply to all programs. The former category concerns decisions about administration, community vs centralized site, and specific type of site. The latter encompasses student involvement and recruitment; teacher orientation and training, curricula, materials and methods; and instructional schedules.

A. PLANNING RECOMMENDATIONS

Programs may be administered by educators (municipal or provider agency ABE personnel, ABE directors at colleges, continuing educators at 2 and 4 year institutions) or by aging network staff. Classes can conceivably be held in senior centers, public schools, settlement houses, colleges, libraries, union halls, hospital clinics Any of these may be within a community or at a central location. These three major planning elements can be combined in a variety of ways: provider agencies and senior centers in the same area may be matched, with staff working together to feed older students into ongoing programs; an educational institution could arrange for outreach classes at senior centers using regularly employed ABE instructors.* Thus, a single appropriate model for development

*Because older students are reluctant to begin a class in an unfamiliar site, but may be willing to travel to continue a successful experience, we think a model which provides initial outreach classes for older students, feeding them into established ABE programs at certain levels or after certain periods of time, might be successful. However, as this notion is beyond the ISOA's capacity to test, we are reluctant to recommend it highly.

and administration cannot be recommended, but collaboration between the education and social service systems is essential.

1. A local needs assessment should be conducted: The assessment will determine the particular language deficits, cultural and ethnic background, geographic location in the community, and service networks of potential students. We suggest this assessment consist of three parts (1) gathering demographic and descriptive information from government agencies (area agencies on aging, state and municipal departments for the aged) and from religious, ethnic, social service or self-help organizations working with older adults, (2) surveying senior centers and other agencies in direct contact with poor and minority elderly, (3) identifying and contacting individuals in the aging network who may have specific knowledge of or interest in the language needs of older persons. The assessment should result in a picture of the target subgroup for programs, the senior centers or other agencies through which they can be reached and contact with key persons who can advise and assist the project.

2. A local resource assessment should be conducted: This will familiarize planners with the local administrative structures of ABE and the aging network, bring to light sources of information and potential collaborators or referral sources and imply a direction in which to proceed.

The assessment should include:

1-determining the structure and services of programs for older persons. (sponsorship of senior centers, multipurpose service centers, etc.)

2-determining the structure and services of ABE and ESL programs (colleges, boards of education, provider agencies, volunteer groups, etc.)

3-surveying ABE programs to establish any prior services to older students, to determine their schedules, site, and interest in older students.

4-identifying and making personal contact with the personnel in ABE who are interested in language learning among older adults.

This information can be gathered from the key personnel in agencies, and private and

public bodies contacted in the assessments. The assessments may identify over-riding factors which will suggest programming models for the community at large. It is impossible to predict what factors will exist in any specific locale, but these examples demonstrate circumstances that will surely influence program decisions: lack of interest on the part of an organization whose cooperation is needed (e.g., sponsorship of centers by a group which gives learning low priority), large-scale availability of public transit which removes travel restrictions; the spread of language - needy older persons throughout a community so that no one senior center or agency draws enough potential students for a class, or travel so extensive as to inhibit participation by the target population.

3. The type of site: Central vs Outreach - must be chosen with regard to accessibility, other available services, affiliation, travel demands, safety, student attitudes and recruitment methods. Centralized and community sites can co-exist as complimentary programs reaching different constituencies or serving students at different points in their educational experience.

4. Choice of administrative agency: (aging network, ABE program, other) should be based on consideration of attitudes, previous community experience (of aging staff with education, of ABE with special population out-reach), recruitment, and facilities.

5. Selection of a specific senior center as a site must be based on an assessment of facilities, staff commitment, minority and language - needy population, appropriate size. The assessment of staff's ability to collaborate with outside groups and professionals from other disciplines and flexibility is always difficult. We suggest that program planners ask themselves the following questions about a center, to provide clues as to the nature of the commitment:

1) How did staff determine a need for language learning?

2) Do staff expect language classes to resolve class or ethnic tension in the center?

3) Do previous activities at the center indicate a respect for older persons' cognitive capacities?

4) Do staff expect classes to relieve social worker's case load (increase ability to master interviews, forms, etc)?

5) Will staff participate in recruitment?

6) Do staff welcome visits of ABE planners to meetings with center members?

7) Has the center any cooperative experience with educational programs or with other institutions?

8) Do staff believe arrangements and recruitment will be similiar to planning a field trip or a yoga class?

9) Do staff respond to information about language learning and its andragogic structure with interest and attention?

6. Selection of a specific ABE program as a site must be based on physical facilities (stairs, lighting), location (familiar, safe), transportation routes and accessibility, hours, affiliations which may attract older persons (religious, labor, ethnic or other age-integrated sponsorship). experience with non-traditional ABE populations and with outreach programs, staff commitment, and flexibility. Again, the following questions can assist assessment of a potential site:

a. Has the program any experience with external, non-educational collaboration?

b. Is the program willing to schedule classes, adapt enrollment procedures, and consider changing initial testing requirements to suit older learners?

c. Will administrators consider age-segregated classes? Do they see such classes as an indication of inability to learn?

d. Can, and will, the program provide adequate staff development?

e. Do staff express enthusiasm because the program "gives so much" to the elderly, even if it doesn't give language skills?

f. Is the program willing and able to adapt curriculum to the learning interest of older adults?

g. Will staff participate in recruitment?

B. Administrative and Teaching Guidelines

1. Students must be made aware of the program's intent and subject and must participate in the planning as much as possible. Programs need to be defined with clarity and openness. The stigma of illiteracy and the prejudices against older learners will not be removed by manipulating participants or cloaking the nature of the program. On the

contrary, students flourish when they feeely choose to enroll, have a say in what they are learning, and know that their fears and learning difficulties are accepted.

2. Staff development is necessary and should familiarize teachers with the learning needs, interests, and capacities of older adults.

3. Recruitment must take place in senior centers and through community out-reach as well as in the media. In a center or among any group of older adults, recruitment should include both personal contact and organized meetings. There is a need for re-inforcement from several sources (educators, social workers, etc.).

4. Media recruitment requires coverage beyond press announcements.

5. Teaching methods must be based on an understanding of the older student's cognitive assets and deficits. Some major points to bear in mind are:

a-the desire for communicative language

b-the need for clarity in print and sound

c-the need for repetition and reiteration

d-the reliance on learned associations and organizational clues

e-the self-doubts, about ability to learn, and hesitancy to speak out

f-the preference for group learning

6. Materials must be chosen for their clarity of content and print or sound and for their interest to older students, centering on interpersonal communication, readings about people and adult concerns, and communication which aids cultural or religious participation, i.e. the Bible.

7. Classes should meet at least twice a week and consist of a bare minimum of 60 hours of instruction, (A 200 hour minimum is preferred. Although some ABE programs in Appendix A refer to cycles of 40 hours, this is for re-testing. Students usually attend for 200 hours).

8. Students should receive recognition of their achievement. (The I.S.O.A. awards certificates of completion to students who attend two-thirds of class meeting). Older adults who have never received any diploma and who have doubted their learning ability cherish this external proof of their capacities.

CONCLUSION

There is an enormous need for language-skills education among older adults. Rather than reducing need, age emphasizes the constraints on the language-deficient and accentuates language ability as the base for a fuller life of understanding, communication, and continual growth. Meeting this need requires an acceptance of students' personal experience, educational objectives and learning patterns. Programming for this population raises significant issues for planning and organization and requires local strategies to resolve problems of site location, flexible scheduling, combination of resources, and recruitment. Essential to the development of productive local strategies is the collaboration of social or community service agencies and educational institutions. This collaboration lays the basis for locating and involving elders themselves, without manipulation and obfuscation, with integrity, in the creation of programs.

The fullest participation can take place when the educational objective is clear to all participants and where the educational institution provides leadership in content and structure which elders value as evidence of their legitimacy as learners.

The barriers which prevent older adults from responding to educational opportunities are lack of knowledge about programs and lack of experience with being welcomed and valued as learners. Remedies are more regular release of information and continuity of program delivery, so that elders can experience progress in learning and articulate its importance to themselves and others. Even in times of resource constriction, educators and social service worker must commit themselves to find ways to advocate the expansion of language skills education for elders.

APPENDICES

APPENDIX A: RESPONSES FROM SURVEY OF 41 SENIOR CENTERS

Descriptions refer to the majority of center members

#	NEED ABE	NEED ESL	ETHNICITY	EDUCATION	EMPLOYMENT	INCOME	OFFERED EDUCATION	EDUCATIONAL SPONSORSHIP	STUDENT RECOGNIZED NEED	COMMITMENT TO LEARNING
1	-	-	White Ethnic	Grade 8+	Skilled	Middle	-		-	
2		ESL	Asian	Grade 5-	Unskilled	Low	No		Full	
3	-	-	White Ethnic	Grade 10+	Professional	Middle	-			
4		ESL	East European	Grade 8+	Skilled	Low-middle	ESL	Volunteers	Full	
5	-	-	White Ethnic	Grade 10+	Skilled	Low-middle	-		-	
6		ESL	Hispanic	Grade 5-	Unskilled	Low/pov. level	ESL	I.S.O.A.	No	No
7		ESL	Hispanic	Grade 5-	Unskilled	Low	ESL	I.S.O.A.	Partial	
8	BE	ESL	White Ethnic East European	Grade 5-	Unskilled	Low	No		Full	No
9	BE		Black	Grade 5-	Unskilled	Low	No		No	
10		ESL	Hispanic	Grade 8+	Unskilled	Low-middle	ESL	C E T A	Partial	
11		ESL	Black-Hispanic	Grade 8-	Unskilled	Low	ESL	Volunteers	No	
12	BE	ESL	Black-Hispanic	Grade 8-	Unskilled	Low	ESL	I.S.O.A.	Partial	No
13	BE		Black	Grade 8-	Unskilled	Low	BE	Peer Tutor	Full	
14		ESL	White Ethnic Hispanic	Grade 8-	Unskilled	Mid-Low	ESL	I.S.O.A.	No	No
15	BE	ESL	Black-Hispanic	Grade 8-	Unskilled	Low/pov level	No		Full	
16		ESL	Hispanic	Grade 5-	Skilled	Low-middle	ESL	I.S.O.A.	No	No
17		ESL	Hispanic	Grade 5-	Unskilled	Low	ESL	I.S.O.A.	Partial	
18		ESL	Chinese, Asian	Grade 5-	Unskilled	Low	No		Full	
19	BE	ESL	Black	Grade 5-	Unskilled	Low	BE	Volunteers	No	No
20	-	-	White	College	Professional	Middle	-		- 52	

APPENDIX A - (continued)

=	NEED ABE	NEED ESL	ETHNICITY	EDUCATION	EMPLOYMENT	INCOME	OFFERED EDUCATION	EDUCATIONAL SPONSORSHIP	STUDENT RECOGNIZED NEED	COMMITMENT TO LEARNING
21	BE	ESL	Black-Hispanic	Grade 5-	Unskilled	Low	ESL	Volunteers	Partial	
22	BE	ESL	Black-Hispanic	Grade 8-	Unskilled	Low/pov. level	No		No	
23	-	-	White	Grade 8+	Skilled	Middle	-		-	
24		ESL	Hispanic		Unskilled	Low middle	No		No	No
25		ESL	Hispanic	Grade 5-	Unskilled	Low	ESL	C E T A	No	
26		ESL	Hispanic-Asian	Grade 8-	Skilled	Middle	No		No	
27	BE		Black	Grade 8-	Unskilled	Low	No		Full	
28	-	-	White-Ethnic	Grade 10+	Middle	Middle	-		-	
29	-	-	White	Grade 8+	Unskilled	Low middle	-		-	
30	-	-	Black	Grade 8+	Unskilled	Low middle	-		-	
31	-	-	Black		Business	Low middle	-		-	
32	-	-	White Ethnic	Grade 5+	Business	Middle	-		-	
33	-	-	White Ethnic	Grade 8+	Skilled	Low-middle	-		-	
34		ESL	White Ethnic	Grade 8+	Skilled	Low	-		Partial	
35	-	-	White Ethnic	Grade 10+	Skilled	Low	-		-	
36	BE		Black	Grade 8-	Unskilled	Low	No		No	No
37	BE		White Ethnic	Grade 8-	Skilled	Middle	BE	I.S.O.A.	No	
38	BE	ESL	White Ethnic Hispanic	Grade 8-	Unskilled	Low	No		Partial	
39	BE		Black	Grade 5-	Unskilled	Low/pov. level	Be	I.S.O.A.	Partial	
40	-	-	White-Hispanic	Grade 5+	Skilled	Low middle	-		-	
41	BE		Black	Grade 8-	Skilled	Low	Be	Volunteers	Full	No

53

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APPENDIX B: SURVEY OF 21 ABE PROGRAMS

Descriptions refer to majority of participants

NUMBER	SITE TYPE	SUBJECT	ELDERLY PARTICIPANTS	RECRUITMENT OF ENTRY	EDUCATION	INCOME	OCCUPATION	MAJOR ETHNICITY GROUPS	SEX M	SEX F	SCHEDULING	HOURS PER CLASS	CLASSES PER WEEK	HOURS PER WEEK	LENGTH OF COURSES/ RETEST	COMMENTS
1	provider agency ethnic organ.	ESL BE	under 5%	word of mouth agency referrals	below 5th grade	low income/ poverty level	unskilled	Hispanic Caribbean	50	50	AM Aft PM	2-3	4	8-12	40hr	interested, building unsuitable
2	provider agency ethnic organ.	ESL	under 5%	word of mouth agency referrals	below 5th grade	low income	unskilled	Chinese & Asian	40	60	AM Aft	2	2	4	40hrs	sponsors, Senior center
3	provider agency ethnic organ	ESL	under 5%	word of mouth agency referrals	—	low income	unskilled	Greek	-	-	PM	3	2-3	6-9	200 hrs.	sponsor, senior center, job preparatory
4	provider agency ethnic organ.	ESL BE	under 5%	word of mouth agency referrals	below 5th grade	low income	skilled	Hispanic	40	60	PM	2	2	4	40 hrs	job preparatory
5	provider agency ethnic organ.	ESL	under 5%	word of mouth agency referrals	below 5th grade	low income	skilled	Armenian	50	50	Aft PM	2	2	4	40 hrs	interested, sponsor, senior center
6	provider agency ethnic organ.	ESL	under 5%	word of mouth	below 5th grade	low income	skilled	Russian immigrants	-	-	AM Aft PM	3-5	4	12-20	six wks	job preparatory doubtful of need

APPENDIX B - (continued)

NUMBER	SITE TYPE	SUBJECT	ELDERLY PARTICIPANTS	RECRUITMENT OF ENTRY	EDUCATION	INCOME	OCCUPATION	MAJOR ETHNICITY GROUPS	SEX M	SEX F	SCHEDULING	CLASSES PER WEEK	HOURS PER WEEK	LENGTH OF COURSES/ RETEST	COMMENTS
7	provider agency church	ESL	12-25%	word of mouth agency referrals	below 5th grade	low income/	unskilled	Caribbean Black Hispanic	-	-	PM	2	2	4 100 hrs	age-integration a problem
8	provider agency private-organ. ethnic	ESL	12-25%	word of mouth agency referrals	mix-grade 5-Univ.	low-middle income	mix	mix	50	50	PM	2-5	2	5 3 mo.	age-integration doesn't work. established special classes for older students
9	private volunteer	BE	5-11%	word of mouth-P.R.	function below grade 5	low-middle income	mix	mix	50	50	AM Aft PM	1-2	1 (as needed)	1-2 -	interested
10	private research/ teacher training	ESL	under 5%	word of mouth P.R.	High School	middle	professional	Eastern-European/ Asian	40	60	AM Aft PM	4-6	5	20-30 100 hrs	job preparation, older adults, too slow
11	college	BE ESL	under 5%	word of mouth agency referrals	below grade 5	low income	unskilled	Black White Hispanic	70	30	AM Aft PM	2-3	2	4-6 40-60 hrs	believes elderly not interested
12	college	BE ESL	under 5%	word of mouth agency referral	below grade 7	low income/ poverty level	unskilled	Black Hispanic	70	30	PM	3	4	12 100 hrs	

APPENDIX B - (continued)

NUMBER	SITE TYPE	SUBJECT	ELDERLY PARTICIPANTS	RECRUITMENT OF ENTRY	EDUCATION	INCOME	OCCUPATION	MAJOR ETHNICITY GROUPS	SEX M	SEX F	SCHEDULING	HOURS PER CLASS	CLASSES PER WEEK	HOURS PER WEEK	LENGTH OF COURSES/ RETEST	COMMENTS
13	college	BE ESL	under 5%	word of mouth agency referral	below grade 5	low income/ poverty level	unskilled	Black Hispanic Asian	50	50	AM Aft PM	2-3	2	4-6	40-60 hrs	
14	college	BE ESL	5-11%	word of mouth agency referral	below grade 5	middle income	unskilled	Black Hispanic	-	-	AM Aft PM	2-3	2	4-6	40 hrs	
15	college	BE ESL	under 5%	word of mouth agency referral	below grade 5	low income poverty level	unskilled	Hispanic Caribbean	50	50	PM	3½	2	7	60 hrs	believe elderly not interested
16	college outreach	BE ESL	5-11%	word of mouth agency referrals	below grade 5 native-language-illiterate	low income	unskilled	Caribbean	50	50	PM	3½	2	7	no tests con-tin-uous	generations clash, disrupt class
17	college	ESL	under 5%	word of mouth	below grade 5	low income	unskilled	Hispanic	70	30	AM	1½	1	1½	no test con-tin-uous	

APPENDIX B - (continued)

NUMBER	SITE TYPE	SUBJECT	ELDERLY PARTICIPANTS	RECRUITMENT OF ENTRY	EDUCATION	INCOME	OCCUPATION	MAJOR ETHNICITY GROUPS	SEX M	SEX F	SCHEDULING	HOURS PER CLASS	CLASSES PER WEEK	HOURS PER WEEK	LENGTH OF COURSES/ RETEST	COMMENTS
18	Graduate School Teacher Training	ESL	under 5%	word of mouth	Grade 5-High School	low-middle income	skilled-professional	mix	-	-	Aft PM	2½	3	7½	6 wks	
19	Board of Education	BE ESL	under 5%	word of mouth agency referrals	B.E. under grade 5 ESL varues	low income	unskilled	Black Hispanic Caribbean	65	35	PM	2	2	4	40 hrs	job preparation
20	Board of Education	BE ESL	under 5%	word of mouth agency referrals	grade 5-8	low income	skilled	Black Hispanic Caribbean	65	35	Aft PM	2	2	4	10-12 wks	
21	Board of Education outreach	ESL	under 5%	word of mouth	grade 5-8	low income	skilled	Hispanic Italian	65	35	PM	2	2	4	10-12 wks	

RESOURCES

Adult Basic Education

Hunter, C. St.J. and Harman, David. Adult Illiteracy in the United States, New York: McGraw-Hill, 1979. A comprehensive account of needs and programs, especially valuable for its categorization of potential students and demonstration how current ABE programs bypass certain populations; includes some controversial recommendations and an excellent annotated bibliography.

Mezirow, J., Darkenwald, G. and Knox, A. Last Gamble on Education. Washington: Adult Education Association of the U.S.A., 1975. Results of the three year study of ABE programs, clarifies many of the problems of programs including accessibility, teacher commitment, training, etc.

Laubach Literacy International - 130 Jamesville Avenue, Box 131, Syracuse, New York, 13210. The organization combines vision of its founder, a volunteer campaign, academic research and a publishing house. It has worked with non-readers throughout the world for over 40 years. THE NEW READERS PRESS publishes good texts and a weekly newspaper, News For You. Laubach Literacy has recently begun studying the reading interests of older adults.

Literacy Volunteers - Midtown Plaza, Room 623, 700 E. Water Street, Syracuse, New York 13210. An excellent private organization which trains volunteer tutors and matches them with students. In addition to its educational materials, Literacy Volunteers produces training materials and will serve as consultants to other groups.

Eberle, A. and Robinson, S. The Adult Illiterate Speaks Out. Washington: National Institute of Education, 1980. A short book explaining the need for ABE and the potential of learning to change lives. The stories of individual students presented with respect and empathy provide insight on the complex motivations and rewards for adult language learners.

Educational Gerontology/Aging

Grabowski, S. and Mason, W. Dean, eds. Learning for Aging. Washington: Adult Education Association of the U.S.A., 1974. Includes articles on the scope of educational gerontology, and the need for ABE, community education, and co-operative links in government between aging and education.

Sherron, D. Barry, and Lumsden, Ronald H., eds. An Introduction to Educational Gerontology.Washington: Hemisphere, 1978. Though much of the book is devoted to the education of professionals working with the aged, the selections on learning needs and program planning, and Labouvie-Vief's article on cognition and motivation may be helpful.

Spencer, B.B. "Overcoming the Age Bias, of Continuing Education" in Darkenwald and Larson Reaching Hard-to-Reach Adults. Washington: Jossey-Bass, 1980. A critical assessment of education for the underserved aged.

Associacion Nacional Pro Personas Majores, A National Study to Assess the Service Needs of the Hispanic Elderly, Final Report.Los Angeles, A.N.P.P.H., 1980. The only work of its kind, the report presents a comprehensive picture of the Spanish-origin elderly.

ABE for the Older Adult

Unfortunately there is little on this subject. Two reports on pilot programs in ESTTL for older immigrants are available from Canada:

Buzan, J.M. Teaching English as an Additional Language to Older People: A Case Study Vancouver: Adult Education Research Center (University of British Columbia), 1972.

Niemi, J.M. "English for 'Old' Canadians: The Finnish Project in British Columbia; Syracuse: ERIC Clearinghouse on Adult Education Ed 074383, 1973

A detailed argument for the collaboration of educators and gerontologists appears in the author's article "Adult Basic Education and English as a Second Langugage: Prospects for Integration of Education and Gerontology" in Proceedings, Annual Meeting of the Association for Gerontology in Higher Education. Washington, AGHE,1981.

Organization

The following are works in the field of Adult Education. Their discussion of outreach and community education and programming for adult learner is basic.

Houle, Cyril The Design of Education, Washington: Jossey-Bass, 1974. A comprehensive conceptualization of adult education, including coordination of institutional purpose, size of group, learner motivation, site, etc.

Knowles, Malcolm The Modern Practice of Adult Education. New York: Associated Press, 1970. A standard work on the subject.

Cognition/Andragogy

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